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ABSTRACT

This model set of behavioral objectives for a foreign language program identifies and includes the language skills of listening, reading, writing, grammar analysis, and the pupil's cultural understanding and attitudes toward language learning. Content objectives focus on phonology, vocabulary, morphology, structure, culture, and interrelated learnings. Detailed terminal performance objectives permit student evaluation in terms of the ennumerated, specified, and learned behaviors in the basic skills. Appendixes cover acceptable levels of performance, definitions of terms, and recommended readings. Discussion of how to use this model set of objectives is included. (RL)

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BEHAVIORAL OBJECTIVES FOR LEVEL ONE SPANISH
(Developmental Copy)

A Cooperative Project by the Six County Committee on Behavioral Objectives
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FL 001 777

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1968

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PREFACE

In the past decade, Foreign Languages have been the focal point of attention and emphasis. Recent developments in techniques and new materials have provided answers to problems confronting the language teacher and pupil. One persistent problem is that of the clear statement of specific objectives for a course of study in foreign languages.

Existing courses of study offer objectives with indefinite or broad objectives such as:

To develop the ability to learn a second language

To develop an understanding of and respect for the Spanish-speaking peoples of the world

To appreciate a foreign language

These objectives make it difficult or impossible to clearly define the skills the student must learn or to measure whether or not he has learned them.

In other instances, the course objectives define the skills to be taught:

To listen to and understand the Spanish language

To speak conversational Spanish

To read known material

To write what has been heard, said and read

Objectives such as those above, although more helpful, do not specify the content, the degree of skill to be attained, nor the means for measuring achievement.

Other courses of study often list content objectives without reference to what skills the student must learn:

1. All the phonology of the language
2. Demonstrative pronouns
3. Present indicative of regular verbs

In this document, we attempt to demonstrate a way of writing more meaningful objectives. Our task, as is the task of every teacher, is to answer the following questions:

1. What is it that we want the student to learn?
2. What is the best way for him to learn it?
3. How will we know when he has learned it?

In our writing of objectives, we attempt to eliminate words with obscure reference and words that are open to many interpretations such as: to know, to appreciate, to enjoy, to feel. Such words are not explicit enough to be useful. What is necessary in writing behavioral objectives? The three questions in the previous paragraph must be answered, of course, but what is the process? First, we must state what the learner will be doing, in other words, the outcome of the learning process. For example, the following statement describes a terminal performance (an outcome):

> The student is able to write the plural form of nouns

But more is needed to make this a truly useful objective. The second step then is to add a statement that describes the extent of knowledge or skill required and defines the conditions under which the student will perform:

> Given a list of 35 singular nouns, including those requiring regular and irregular plural endings.....

One further step must be taken to complete the statement of the objective. There must be an indication of how the student is to be evaluated:

> To be correct, the plural forms must be correctly spelled, including accents, and must be preceded by the correct form of the indefinite article. A score of two thirds or more correct will be considered passing.

The final statement of the objective includes all of these components:

> Given a list of 35 singular nouns, including those requiring regular and irregular plural endings, the student is able to write the

plural form of the nouns. The student will write the correct form of the indefinite article before each plural noun and spell the words correctly with proper accent marks. Two thirds or more correct answers will be a passing score.

The terminal performance objectives that follow attempt to specify the content, the method of presentation to the student, and the means to measure the student's achievement. These objectives are not meant to be exhaustive, definitive, nor sequential.

Note on the numbering system: Each terminal performance objective is numbered using a three digit system. The first digit refers to content: 1. = Phonology, 2. = Vocabulary, 3. = Morphology, 4. = Structure, 5. = Culture, 6. = Interrelated Learnings.

The second digit refers to the four skills: 1. = Listening Comprehension, 2. = Speaking, 3. = Reading, 4. = Writing.

The third digit designates a specific activity under the previous sub-headings. For example, the entry numbered 1.2.4 designates the fourth entry (4) under speaking activities (2) leading to control of Phonology (1).

USING THIS MODEL SET OF OBJECTIVES

Prior to the application of these behavioral objectives in the classroom, the following steps are essential:

1. An in-depth study of the nature of behavioral objectives including readings from those suggested in Appendix C, particularly #6, Mager's Preparing Instructional Objectives.
2. Interpretation of this model set of objectives by at least one committee member.
3. Practice in writing additional behavioral objectives applied to local curriculum content.
4. Experience in experimental application and re-evaluation of behavioral objectives.

BEHAVIORAL OBJECTIVES FOR LEVEL ONE SPANISH

Mission Objective

To devise a model set of objectives for a foreign language program in behavioral terms. These objectives will identify and include the skills of listening, speaking, reading, writing, grammar analysis, as well as the pupil's cultural understanding and attitudes toward language learning. These objectives will be applied to and describe Level One Spanish for native speakers of English.

Content Objectives

1. Phonology
   - vowels
   - consonants
   - dipthongs
   - intonation
   - stress
   - linking
   - rhythm

2. Vocabulary
   - articles
   - verbs (infinitives)
   - prepositions
   - nouns
   - adverbs
   - adjectives
   - conjunctions
   - pronouns

3. Morphology
   - articles--contractions of
   - verb forms
   - orthographic changes
   - radical changes (verbs)
   - number
   - gender
   - adverb form
   - diminuatives
   - superlatives
   - prefixes
   - suffixes

4. Structure
   - verbial phrases
   - prepositional phrases
   - noun phrases
   - adverbial phrases
   - pronoun phrases
   - complete sentences
   - word order

5. Culture
   linguistic elements:
      courtesy phrases
      greetings
      paralanguage--intonation, cadence, pauses, inflection, tone
      kinesics (gestures, body movements)
      idioms
   historical elements:
      customs
      dances
      music
      art

6. Interrelated Learnings -- refers to activities that require the student to use two or more skills and/or more than one content area simultaneously.

Curriculum Objectives

Phonology -- control of basic elements of the sound system as defined for Level I and as demonstrated by specific listening, speaking, reading and writing activities.

Vocabulary -- control of the basic vocabulary identified for Level I learning as demonstrated by specific listening, speaking, reading and writing activities.

Morphology -- control of basic changes in form to and within words, as identified for Level I learning as demonstrated by specific listening, speaking, reading and writing activities.

Structure -- control of basic structural patterns identified for Level I learning as demonstrated by specific listening, speaking, reading and writing activities.

Culture -- control of those items which affect meaning and are reflected in the language and paralanguage as identified for Level I as demonstrated by specific listening, speaking, reading and writing activities.

TERMINAL PERFORMANCE OBJECTIVES

1.0 Phonology -- control of the sound system as demonstrated by specific listening, speaking, reading and writing activities.

1.1 Listening Comprehension Activities

1.1.1 (Vowel Sounds) The student listens to two words, one of which is Spanish; the other English. The two words will be as nearly alike as possible, with the exception of one vowel sound. The student will circle the number representing the item if the word is Spanish. He will not circle the number for English items. For example, vowel sound /i/:

Student hears: Spanish 1. sí /sí/ English 2. see /si/ 3. me /mi/

Student marks: (1) 2. 3.

1.1.2 (Vowel Sounds) The student is instructed to listen for a specific vowel sound in Spanish. He will then hear pairs of Spanish words, one of which contains the specified sound. He will indicate which of the two words contains the specified sound by circling the letter "A" or "B" on his answer sheet. For example, vowel sound /i/:

Student hears: 1. a. pico /pico/ b. Paco /pako/
2. a. mi /mi/ b. me /me/

Student marks: 1. (a) b.
2. (a) b.

1.1.3 (Vowel Sounds) The student is instructed to listen for a specific vowel sound in Spanish. He will hear an utterance which may or may not contain the specified sound. He will circle the number of the sentence if it contains the Spanish vowel sound. For example, vowel sound /i/:

Student hears: 1. Yo tengo hambre.
2. Su madre no está aquí.

Student marks: 1.
(2)

1.1.4 (Consonant Sounds) The student listens to two nonsense syllables. The two nonsense syllables will be as nearly alike as possible, with the exception of one consonant sound. The student will circle the number of the nonsense syllable if it

contains the Spanish consonant sound. For example:

Student hears: 1. /da/
2. /đa/

Student marks: 1.
(2)

1.1.5 (Consonant Sounds) The student listens to two Spanish words. The words will be as nearly alike as possible, with the exception of one consonant sound. The student will place a check mark under the word "sí" if the word contains the Spanish consonant sound. He will place a check mark under the word "no" if the word does not contain the Spanish consonant sound. For example, consonant sound /rr/:

Student hears: 1. pero /pero/
2. perro /perro/

Student marks:	sí	no
1.		✓
2.	✓	

1.1.6 (Consonant Sounds) The student listens to two sentences spoken in Spanish. He will be instructed to mark an answer sheet that will indicate which sentence contains the specified sound that he is listening for. He will circle the number of the sentence if it contains the Spanish consonant sound. He will not circle the number of the sentence if it does not contain the Spanish consonant sound. For example, consonant sound /d/:

Student hears: 1. Veo la cara sucia.
2. Veo cada una.

Student marks: 1.
(2)

1.1.7 (Dipthong Sounds) The student listens to two Spanish words. The two Spanish words will be as nearly alike as possible, with the exception of a dipthong sound. The student will place a check mark in the column under the word "sí" if the Spanish word contains the dipthong sound. He will place a check mark under the "no" if the word does not contain the Spanish dipthong sound. For example, dipthong sound /ie/:

Student hears: 1. tiempo
2. tempo

Student marks:	sí	no
1.	✓	
2.		✓

1.1.8 (Intonation) The student listens to two spoken Spanish sentences. The student will place a check mark in the column under the question mark if the phrase contains a Spanish interrogative intonation pattern. He will place a check mark under the column under the word "other" if the sentence does not contain the Spanish interrogative intonation pattern. For example, interrogative:

Student hears: 1. ¿Va al centro?
2. Va al centro.

Student marks:

	Question	Other
1.	✓	
2.		✓

1.1.9 (Intonation) The student hears an utterance in Spanish which will be either declarative or interrogative. The student will circle the word "question" if the phrase contains the Spanish interrogative intonation pattern. He will circle the word "statement" if the phrase does not contain the Spanish interrogative intonation pattern. For example:

Student hears: 1. Me duele el pie.
2. ¿Me duele el pie?

Student marks: 1. question (statement)
2. (question) statement

1.1.10 (Stress) The student listens to a Spanish word. He will place a check mark under the number "1" if the first syllable of the word is stressed. He will place a check under column "2" if the second syllable of the word is stressed. For example:

Student hears: 1. ésta
2. señor
3. está

Student marks:

	1	2
1.	✓	
2.		✓
3.		✓

1.1.11 (Stress) The student listens to a word spoken in Spanish. He will indicate by circling the number of the correct response the correct meaning for that spoken word. The correct meaning is to be determined by stress. For example:

Student hears: Ésta

Student circles: (1) This
2. Is

Student reads: He spoke with Maria.

Student hears: 1. Hablo con María.
2. Hablo con María.

Student marks: 1.
(2)

1.1.12 (Linking) The student listens to an utterance which may or may not contain linking. He will circle the word "sí" if the sentence contains linking. He will circle the word "no" if it does not. For example:

Student hears: ¿Dónde vive Miguel?

Student marks: Sí (No)

Student hears: ¿Dónde está Miguel?

Student marks: (Sí) No

1.1.13 (Linking) The student listens to three utterances and selects the utterance where linking is present. He will circle a letter to indicate the sentence that contains linking:

Student hears: 1. a. ¿Cómo te llamas?
b. ¿Cómo estás?
c. ¿Dónde está?

Student marks: 1. a.
b.
(c)

1.2 Speaking Activities

1.2.1 (Vowel Sounds) The student hears a Spanish word terminating in the sound "a". He imitates the word, giving the correct sound /a/ (without schwa). For example, vowel sound /a/:

Student hears: casa /kasa/

Student says: casa

Student hears: hora /ora/

Student says: hora

1.2.2 (Vowel Sounds) The student hears pairs of words in Spanish, one of which ends in "a". He imitates only the word terminating in "a", saying the final sound without schwa. For example:

Student hears: muchacho muchacha

Student says: muchacha

1.2.3 (Vowel Sounds) The student hears an adjective terminating in the sound "o". He repeats the word changing the terminal sound to "a". For example:

Student hears: blanco

Student says: blanca

Student hears: listo

Student says: lista

1.2.4 (Consonant Sounds) The student hears a Spanish word containing the consonant /r/ in an intervocalic medial position. He imitates the word giving the medial consonant its Spanish pronunciation. For example, consonant sound /r/:

Student hears: mi<u>r</u>a /mira/

Student says: mi<u>r</u>a /mira/

1.2.5 (Consonant Sounds) The student hears a Spanish phrase containing the medial consonant sound /b/. He imitates the phrase giving the medial consonant its Spanish pronunciation. For example, consonant sound /b/. The student's response will only be checked for the consonant sound in question.

Student hears: ¿ Dónde esta<u>b</u>a usted?

Student says: ¿ Dónde esta<u>b</u>a usted?

1.2.6 (Consonant Sounds) The student is shown a picture. He names the thing shown in the picture in Spanish. The Spanish word contains the consonant /r/ in medial position. The student pronounces the medial consonant /r/ with its Spanish pronunciation. For example, consonant sound /r/:

Student sees: (picture of bull)

Student says: (el) to<u>r</u>o

1.2.7 (Consonant Sounds) The student is shown a picture depicting an action or activity. He describes in Spanish the action shown in the picture. The Spanish phrase elicited by the picture contains the consonant sound /ƀ/ in initial position. The student pronounces the initial consonant /ƀ/ giving the Spanish pronunciation. For example:

Student sees: Picture of boy going to school.

Student says: <u>V</u>a a la escuela.

1.2.8 (Linking) The student is asked to respond to an oral pattern drill. Some items require sinalefa. The student's response is checked for linking.

Student hears: Me duele la cabeza.

Student repeats: Me duele la cabeza.

Student hears: el estómago

Student says: Me duele el estómago.

Student hears: el pie

Student says: Me duele el pie.

Student hears: la garganta

Student says: Me duele la garganta.

or

Student hears: ¿Dónde vive Miguel?

Student repeats: ¿Dónde vive Miguel?

Student hears: está

Student says: ¿Dónde está Miguel?

Student hears: duerme

Student says: ¿Dónde duerme Miguel?

Student hears: estudia

Student says: ¿Dónde estudia Miguel?

1.2.9 (Linking) The student is told that to say in Spanish, "The girl is over there," he has to use the words: La, muchacha, está, and allí. The student is asked to say "The girl is over there" in Spanish. The student's response is checked for linking between está and allí.

Student hears: Tell me you have a stomach ache. Use the words: Me, duele, el, estómago.

Student says: Me duele el estómago.

1.2.10 (Linking) The student is asked to respond to an item substitution drill. Some items require sinalefa, some do not. The student's responses are checked for linking where it is required.

Student hears: La muchacha está allí.

Student repeats: La muchacha está allí.

Student hears: presente

Student says: La muchacha está presente.

Student hears: aca

Student says: La muchacha está acá.

1.2.11 (Linking) The student is asked to respond to picture cues that elicit sentences. Some sentences require linking. The student's responses are checked for linking where it is required.

Student sees a picture of an open door.

Student says: La puerta está abierta.

Student sees picture of closed door.

Student says: La puerta está cerrada.

1.3 Reading Activities

1.3.1 (Vowel Sounds) The student reads aloud sentences containing Spanish words that terminate in the sound /a/. The teacher checks the student response for correct /a/ sounds (without schwa).

Student reads aloud: Mi hermana es bonita.
Ella es muy pequeña.

1.3.2 (Intonation) The student reads aloud minimal pairs of Spanish sentences which are different only in intonation pattern. His performance is checked for correct intonation.

Student reads: Son las tres y media.
¿Son las tres y media?

1.3.3 (Intonation) The student reads aloud a paragraph containing punctuation marks that indicate intonation patterns. The student's performance is checked for correct intonation.

Student reads: ¡Qué bonita es la chica!
¿Está en clase contigo?

1.3.4 (Stress) The student reads a Spanish word. He places a check mark under number 1, 2, 3, or 4 to indicate on which syllable the word is stressed. For example:

Student reads:
1. entendimos
2. bueno
3. capital
4. llamaste

Student marks:

	1	2	3	4
1.			✓	
2.	✓			
3.			✓	
4.		✓		

1.3.5 (Linking) The student reads aloud an utterance which may or may not contain linking. He will circle the word "sí" if the sentence contains linking. He will circle the word "no" if it does not. For example:

Student reads: ¿Dónde vive Miguel?

Student marks: Sí (No)

Student reads: ¿Dónde está Miguel?

Student marks: (Sí) No

1.3.6 (Vowel Sounds) The student reads a dialog and circles all the orthographic spellings of the vowel sound /i/.

Student reads: Café negro, y con muy poquito azúcar, por favor.

Student writes: Café negro, (y) con mu(y) poq(u)ito azúcar, por favor.

1.4 Writing Activities

1.4.1 (Vowel Sounds) The student copies a dialog, and circles all /a/ sounds.

Student copies: 1. P(a)co - ¡Ho(a)! ¿qué (a)?

(The above pattern can be used for all vowel and consonant sounds and linking.)

1.4.2 (Consonant Sounds) The student listens to a minimal pair and writes both words in the order in which they are presented. The student's response is checked for correct spelling of the consonant sound in question. For example:

Student hears: pero perro

Student writes: pero perro

2.0 Vocabulary

2.1 Listening Comprehension Activities

2.1.1 (Nouns) The student hears a sentence which contains a lexical item to be tested. The visuals presented differ only in the

lexical item being checked. The student selects the correct visual and marks the answer sheet.

Student hears: El muchacho estudia (or está estudiando).

Student marks:
A. Picture of girl studying
(B) Picture of boy studying
C. Picture of girls studying
D. Picture of boys studying

2.2 Speaking Activities

2.2.1 (Prepositions) The student sees a visual that demonstrates the use of a Spanish preposition. The student says a model sentence using the illustrated preposition. The student's response is checked for correct usage of the preposition.

Student repeats model sentence: El muchacho está en la mesa.

Student sees:
1. Picture of boy under a table
2. Picture of boy in front of a table

Student says:
1. El muchacho está debajo de la mesa.
2. El muchacho está delante de la mesa.

2.3 Reading Activities

2.3.1 (Nouns) The student reads a sentence which contains a lexical item to be tested. The three visuals presented differ only in the item being checked. The student selects the correct visual and marks the answer sheet.

Student reads: El muchacho estudia (or está estudiando).

Student marks:
A. Picture of girl studying
(B) Picture of boy studying
C. Picture of girls studying
D. Picture of boys studying

2.3.2 (Nouns) Student reads various descriptions of visuals and checks "si" or "no" depending on accuracy of the description. If description is correct--sí, if incorrect--no. For example:

Student sees a picture of child walking to school. Picture is labled #1.

Student reads: 1. Voy al cine.

Student marks:

	Sí	No
1.		✓

2.4 Writing Activities

2.4.1 (Verbs) The student sees a visual illustrating the lexical item to be tested. The student fills in a blank space on an answer sheet giving the required Spanish verb form.

Student sees: 1. Picture of boy writing

Student writes: 1. El muchacho escribe.

Student sees: 2. Picture of girl running

Student writes: 2. La muchacha corre.

3.0 Morphology

3.1 Listening Comprehension Activities

3.1.1 (Verb Form) The student hears a sentence which contains a verb form being tested. Four sentences in English are provided. The student selects the equivalent sentence in English.

Student hears: Están en la sala.

Student marks:
A. He's in the living room.
B. I'm in the living room.
(C) They're in the living room.
D. You're in the living room.

3.1.2 (Verb Form) The student hears a question and several possible answers. The student selects the appropriate rejoinder and marks the corresponding number.

Student hears: ¿Adónde van?

Student marks:
A. Va al cine.
B. Voy al cine.
(C) Van al cine.

3.2 Speaking Activities

3.2.1 (Adjectives) The student performs a pattern drill requiring adjective-noun agreement. The student selects the appropriate adjective form to modify the cue word. For example:

Student hears: blanco

Student repeats: blanco

Student hears: casa

Student says: casa blanca

Student hears: libro

Student says: libro blanco

3.3 Reading Activities

3.3.1 (Verb Form) The student reads a sentence which contains a verb form being tested. Three sentences in English are provided. The student selects the equivalent sentence in English.

Student reads: Están en la sala.

Student marks: A. He's in the living room.
B. I'm in the living room.
(C) They're in the living room.
D. You're in the living room.

3.4 Writing Activities

3.4.1 (Nouns) The student writes plural forms of nouns, filling in blanks on an answer sheet provided for his response. His answers are checked for correct spelling of plural forms.

Student reads: 1. (lápiz) Los _____ son verdes.
2. (señor) Los _____ son altos.

Student writes: 1. (lápiz) Los lápices son verdes.
2. (señor) Los señores son altos.

4.0 Structure

4.1 Listening Comprehension Activities

4.1.1 (Word Order) The student hears a Spanish utterance and a question in English about the sentence. He then selects the correct answer based on his knowledge of Spanish structure.

Student hears: Los muchachos ven a las muchachas.

Who is doing the looking?

Student hears: A. Los muchachos
B. Las muchachas

Student marks: (A)
B.

4.1.2 (Word Order) The student hears various visuals described and checks in "sí" or "no" column depending on accuracy of description. If description is correct--sí, if incorrect--no. For example:

Student sees: A boy holding a book.

Student hears: 1. El muchacho tiene un libro.

Student sees: Girl holding some flowers.

Student hears: 2. Las flores tienen la muchacha.

Student marks:

	Si	No
1.	✓	
2.		✓

4.2 Speaking Activities

4.2.1 (Word Order) Student is asked to substitute words in a model sentence to demonstrate the ability to use correct Spanish word order.

Student repeats: El le da el dinero a Juan.

Student hears:
1. le..... a Roberto,
2. les..... a María y a Pablo.

Student says:
1. El le da el dinero a Roberto.
2. El les da el dinero a María y a Pablo.

4.3 Reading Activities

4.3.1 (Word Order) The student reads a Spanish sentence and selects the correct answer from a multiple-choice set.

Student reads: ¿Le escribe usted a su padre?

Who is being written to?

Student hears:
A. usted
B. su padre
C. el muchacho

Student marks: A. (B) C.

4.4 Writing Activities

4.4.1 (Sentence Order) The student reads a group of sentences arranged in random order. The student writes the sentences in a logical sequence to form a dialog. The student is expected to place the sentences in logical order.

Student reads:
Y estudiar un poco.
Nada de particular.
Pues vente a mi casa.
¿Qué piensas hacer está noche?
Escuchar la radio....
Y estudiaremos juntos.

Student writes: ¿Qué piensas hacer está noche?
Nada de particular.
Escuchar la radio....
Y estudiar un poco.
Pues vente a mi casa.
Y estudiaremos juntos.

4.4.2 (Word Order) The student reads words in random order and is expected to rearrange the words and write a logical Spanish sentence.

Student reads: que
muy
idea
responde
es
buena
Felipe

Student writes: Felipe responde que es muy buena idea.

5.0 Culture

5.1 Listening Comprehension Activities

5.1.1 (Courtesy Phrases) The student listens to two phrases, one of which is culturally authentic. The student circles "a" or "b" to indicate which is the authentic phrase.

Student hears: In addressing a man, in Spanish one says:
1. a. ¡Hola! Buenos días.
b. Buenos días, señor.

Student marks: 1. a.
(b.)

5.2 Speaking Activities

5.2.1 (Kinesics) Student participates in a question-answer drill. His cued response is checked for the correct use of kinesics.

Student hears: ¿Cómo estás? ..... Así, Así
¿Como estás? .....

Student says: Así, Así. (with proper hand gesture)

5.3 Reading Activities

5.3.1 (Customs) Student reads a paragraph describing Spanish customs. Student selects the correct answers from multiple-choice items.

Student reads: (Paragraph on Spanish customs)

Student answers: The custom of strolling around the village square in the early evening is called:

A. el pasatiempo
B. el paso
(C) el paseo

5.4 Writing Activities

5.4.1 (Idioms) The student writes from dictation the Spanish idiom that is the equivalent of an English phrase.

Student hears: Practice makes perfect.

Student writes: El ejercicio hace el maestro.

6.0 Interrelated Learnings

6.1 Listening Comprehension Activities

6.1.1 (Vowel Sounds) The student listens to Spanish minimal pairs. He is instructed to listen for a specific vowel sound and to write the word containing that sound.

Student hears: Listen for "i", then write the word you hear that contains the sound.
1. pico Paco

Student writes: 1. pico

6.2 Speaking Activities

6.2.1 (Vowel Sounds) Student reads cue words silently, then speaks aloud using the suggested words in sentences. The student's performance is checked for vowel sounds.

Student reads: casa cada cara

Student says: Yo voy a mi casa.
Cada vez voy con mi amigo Juan.
Me lavo la cara.

6.3 Reading Activities

6.3.1 (Intonation) The student is told in Spanish to read one of several numbered lines of dialog. The student reads the correct line out loud. His performance is checked for proper intonation patterns.

Student hears: Lee la frase número cuatro.

Student reads (with rising intonation): ¿Va Juan al cine?

6.4 Writing Activities

6.4.1 (Verb Endings) The student listens to a dialog read aloud. He writes the complete dialog using the correct spelling for the conjugated forms of the verbs.

Student hears: No esperemos a papá. Tiene que estacionar el coche.

Student writes: No esperemos a papá. Tiene que estacionar el coche.

6.4.2 (Complete Sentences) The student copies a previously memorized dialog from the chalk board or a textbook. The student is expected to spell all words accurately and place all accents and other punctuation marks correctly.

Student copies:
1. Paco--¡Hola! ¿qué tal?
   Elena--Bien, ¿y tú?
2. Paco--Me llamo Paco.
   Y tú, ¿cómo te llamas?

6.4.3 (Structure) The student writes a dialog from dictation. The student is expected to spell each word accurately and to place all accents and punctuation correctly.

6.4.4 (Writing from Memory) The student listens to questions and writes previously memorized rejoinders. The student's written answers will be checked for correct spelling, accent marks and punctuation.

Student hears: ¿Quieres ir al cine está tarde?

Student writes: No sé. ¿Cuánto tiempo dura la película?

6.4.5 (Original Composition) The student writes an original dialog by recombining learned patterns. The student is expected to spell words correctly and place accents and punctuation marks correctly.

Appendix A

ACCEPTABLE LEVELS OF PERFORMANCE

A given behavior is generally considered to be mastered when a student demonstrates that he can consistently perform that behavior correctly. Mastery, even of the simplest of skills, is generally reached only after a long period--often years--of study and practice of that skill. A student who has just begun learning a specific behavior cannot be expected to perform at the level of mastery. However, the student's progress should be evaluated at intermediate points in the learning process. These points may be called intermediate levels of proficiency.

To determine whether satisfactory progress is being made, the teacher can define an intermediate level of proficiency which he considers appropriate for the length of time that the student has been practicing. This level may be described in terms of a score on a test of the desired behavior. For example, the teacher may establish that a score of eight correct on a 10-item test is acceptable performance. A student who achieves only four out of the same ten items would not be considered to have reached the acceptable level. He would have to devote more time to practicing the behavior in order to reach the intermediate level of proficiency. For example, a student may have spent five days practicing to achieve objective 1.1.2. In addition to this objective, the teacher might make a statement regarding the acceptable level of performance.

1.1.2 (Vowel Sounds) The student will be instructed to listen for a specific vowel sound in Spanish. He will then hear pairs of Spanish words, one of which contains the specified sound. He will indicate which of the two words contains the specified sound by circling the letter "A" or "B" on his answer sheet. For example, vowel sound /i/:

Student hears:	1. a. pico /pico/	b. Paco /pako/
	2. a. mi /mi/	b. me /me/
Student marks:	1. (a)	b.
	2. (a)	b.

(Intermediate Level of Proficiency) This objective will be considered to be achieved by an individual student when he demonstrates his ability to score 60% or higher on a test of achievement.

The second statement indicates that if the student responds correctly to six or more items on an appropriate 10-item listening test, his achievement for his stage in the learning process will be considered acceptable.

As the teacher gains experience in defining acceptable levels of achievement, he discovers what levels must be achieved in certain behaviors before a student can proceed effectively to others. With experience, the teacher develops criteria or guidelines for measuring the progress of the learner in the instructional program.

However, the teacher does not deal only with individuals. He must provide instruction for entire classes. In these classes are a variety of students with a variety of abilities. Variations in pupil abilities lead the teacher to expect different degrees of achievement as individuals in the class participate in activities designed to reach a specific goal. If the teacher considers the conditions for learning (the amount of time spent in practice, the nature of the behavior to be learned), and if he can make a fairly valid assessment of the students' abilities, then he can estimate the number of students who will achieve the objective. This estimate will be based on the acceptable level of performance for individuals; but it will also contain an additional piece of information: the percentage of students who should be expected to reach the acceptable level of performance after a specified sequence of instruction. This expectation might be expressed as an acceptable level of performance for the class:

> This objective will be considered to be achieved when 75% of the class is able to score 60% or higher on a test designed to measure the achievement of the goal.

Expectations such as these are best made from experience. Through this experience comes the establishment of valid local norms of achievement.

By describing goals in behavioral terms and by expressing acceptable levels of performance, the teacher makes it possible to assess the effectiveness of his instructional program. If students do not achieve at the expected level, it may be that the level was set too high; that insufficient time was allowed for practice, or that the techniques of instruction were inadequate. Whatever the reason, the teacher is able to modify one or all of these factors and to re-evaluate achievement. He has at his command specific techniques for assessing his own effectiveness--techniques which teachers have so long lacked and so long needed.

Appendix B

DEFINITIONS

Culture -- the sum and total of the linguistic and historical elements of a given group of people

Linguistic elements -- those which are reflected in the language and paralanguage of a people

Historical elements -- non-linguistic and are reflected in the total environment of a people, past and present (music, art, customs, clothing, etc., etc.)

Grammar -- the set of principles or rules which describes the structure and morphology of a language

Intonation -- the patterned rise and fall of pitch covering a phrase or complete utterance

Morphological change -- root, suffix and prefix changes including number and gender changes, verb conjugations, formation of compounds and derivations

Morphology -- the study of changes in form to or within words

Paralanguage -- the non-linguistic, information-bearing elements of language including body gestures (kinesics), and voice qualifiers such as intonation, stress, rhythm and pitch, that are a part of spoken language

Stress -- the weight or emphasis given a particular syllable in a word

Structure (Syntax) -- the meaningful grouping of words in a given language

Vocabulary -- the sum of words used in a language

Appendix C

RECOMMENDED READING

Books

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